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ABSTRACT

Part of a series for 4-H members between 9 and 19 years of age, this age-graded guide is designed to help children and adolescents: (1) understand the toddler's physical, mental, social, and emotional growth; (2) learn to care for a toddler; and (3) choose types of play that toddlers enjoy. Contents include suggestions on projects that 4-H members can undertake; information on toddlers' development; an observation form; guidelines on communicating with toddlers; recommendations for feeding and clothing toddlers and for helping toddlers with bathroom activities; discussion of ways toddlers learn through play; and guidelines for evaluating toys. Sources for additional help with projects are listed. A "leader's guide" for both the infant and toddler units is appended. (RH)

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Nebraska Cooperative Extension 4-H 309

4-H CHILD DEVELOPMENT

THE TODDLER

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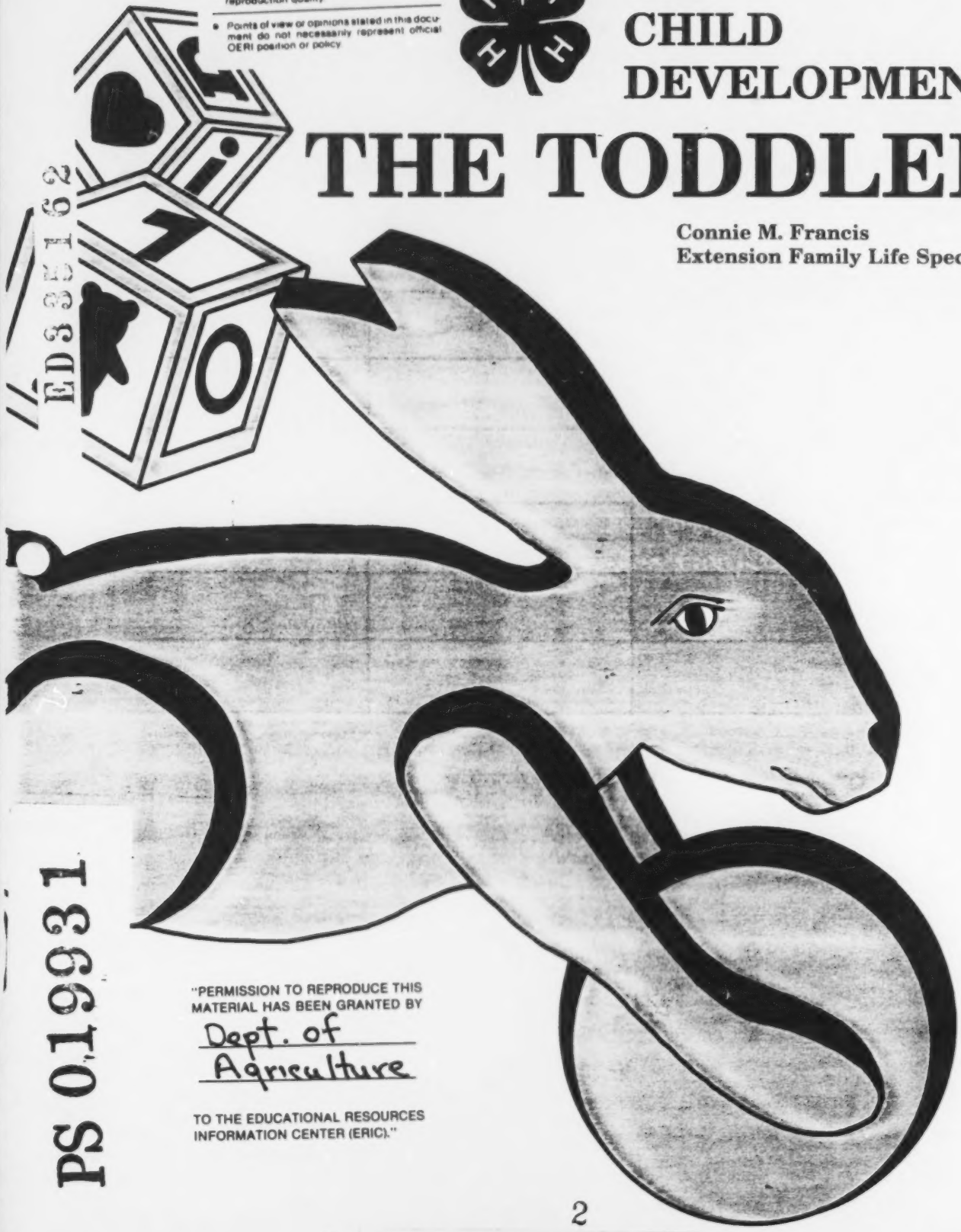

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The Toddler: 4-H Child Development

Project Planning and Evaluation Sheet

Name _____ Age (Jan. 1) ____ Year _____

Years in 4-H ____ Name of Club _____

Signature of Leader or Parent _____

I plan to do these activities	From this activity I learned:	Comments:
1		
2		
3		
4		
5		
6		

Presentations or community service activities:

THE TODDLER

4-H Child Development Project

Connie M. Francis
Extension Family Life Specialist

Welcome to the 4-H Child Development Project. This project is written in four separate units:

The Infant (Birth to 18 months)

The Toddler (18 months to 3 years)

The Preschooler (3 to 6 years)

Middle Childhood (6 to 8 years)

You have chosen to study the toddler. The objectives of this unit are:

* To understand how a toddler grows physically, mentally, socially and emotionally.
* To learn how to care for a toddler — feed, clothe and help with bathroom activities.
* To choose types of play a toddler enjoys.

The amount of responsibility you have for caring for a child in this project depends on your age. Your age also will determine how you will study the toddler or toddlers you are watching. On the next page are some ideas about what you can do in this project.

PROJECT SUGGESTIONS 1

9-11 years old

Because you are still very young, we suggest that you do not take a babysitting job to complete this project. You may choose to work with and observe your little brother or sister, a cousin, or a toddler in your neighborhood. You will feel more at ease learning about a toddler if an adult is present.

In this project you may choose some of the following activities:

* With the parents' guidance, prepare a snack and watch how the toddler eats.
* Notice what features on toddlers' clothing make dressing easier for the toddler.
* Choose a story a toddler will enjoy. Make a visual aid to help tell the story. This might be a television set, puppet, picture book, flannelboard, etc. After the story, do a simple art project that relates to the story you told.
* Watch the child playing "make-believe" and write a story about it.
* Teach the child some fingerplays.
* Make a simple toy for a toddler.

In a notebook or journal, write down what you learn about toddlers as you observe and do the activities in the project.

12-14 years old

If you and your parents feel you are capable of taking care of a toddler by yourself, you may babysit as you complete this project.

You may choose some of the following activities:

* Collect ideas for simple nutritious snacks for the toddler. Have a toddler help you prepare one or more of the snacks and eat them with you.
* Help a toddler dress and undress. Notice features in clothing that make it easier for a toddler to learn to dress himself or herself.
* Choose a story a toddler will enjoy. Make a visual aid to help tell the story. It might be a television set, puppet, picture book, flannelboard, etc. Following the story, do a simple art project that relates to the story you told.
* With the parents' permission, take the toddler for a nature walk. Point out things in nature that would interest the child.
* Teach the toddler a simple game, fingerplay or song.
* Make a simple toy for a toddler.
* Using the clothing information given in this manual, visit one or more stores and make a written comparison of three different toddler garments.

Keep a notebook or journal and write down what you learn about toddlers as you do the activities you have selected.

15-19 years old

You may select activities from the lists for 9-11- year- olds and 12-14- year- olds. Additional ideas include:

* Following the parents' instructions, prepare a meal for a toddler.
* Help the child with a bath.
* Research a topic on some aspect of feeding, clothing, or playing with a toddler.

Keep a journal of things you learn about toddlers as you complete this project.

UNDERSTANDING THE TODDLER 2

A toddler loves to explore. With newly discovered skills of walking and talking, a toddler is busy trying out the world and the people in it.

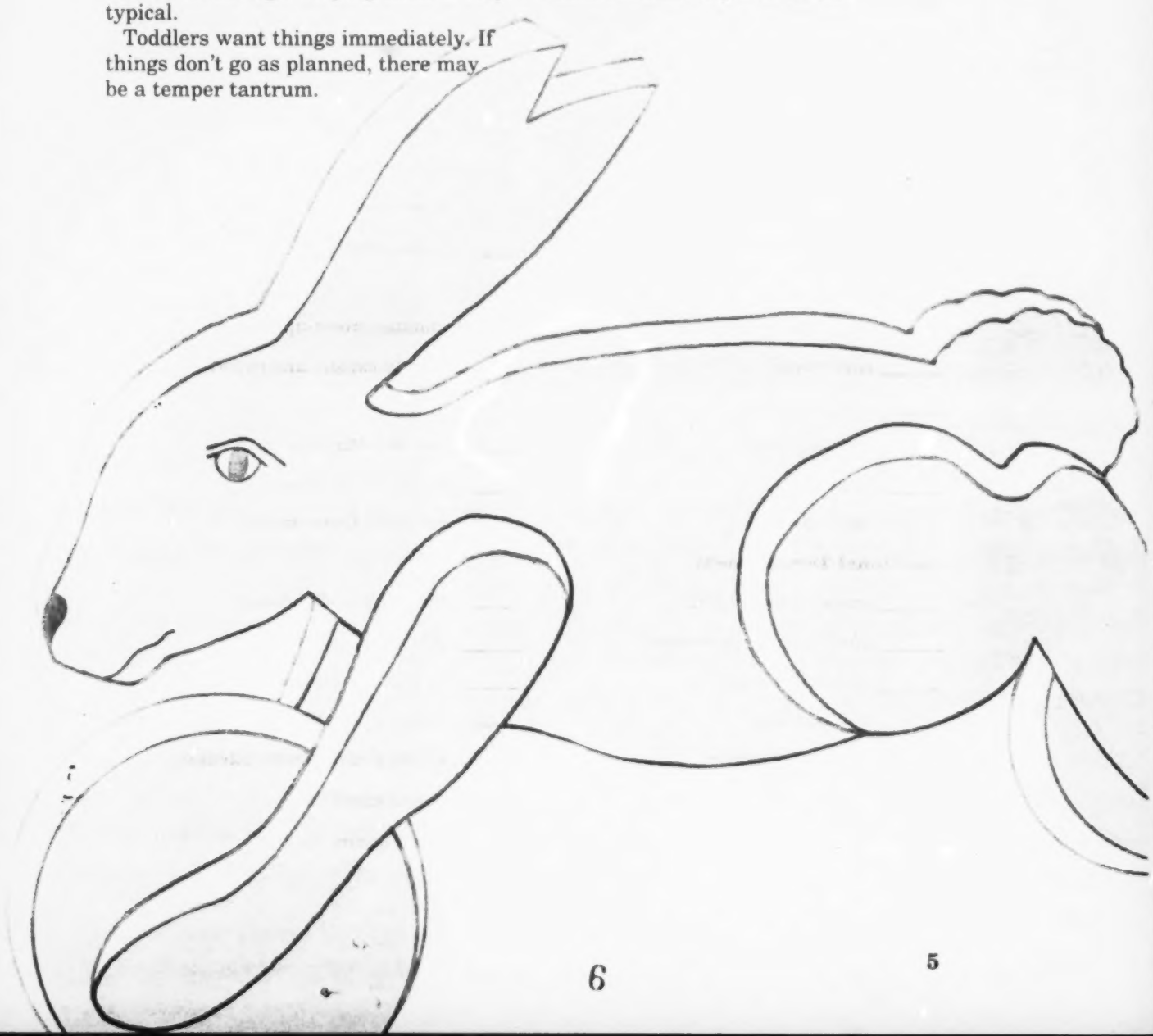
The toddler wants to reach, touch, taste and handle everything in sight. Through trial and error, the toddler gradually learns what is safe. At this age, a child develops favorites — in toys, in food and in people.

A toddler is very self-interested. Other children don't really matter to the toddler at this age. Playing alone is very typical.

Toddlers want things immediately. If things don't go as planned, there may be a temper tantrum.

To help you understand how toddlers develop mentally, physically, socially and emotionally, observe a toddler and fill in the chart on the following page. You may want to put a copy this chart in your journal.

Observe the same child two or three times during your project to see how children develop. Or, you can see how individual children develop at different rates by observing more than one child of similar ages. Write in your journal about differences you observe.



TODDLER OBSERVATION FORM

Name of Child_____Date_____

Age_____ Boy_____ Girl_____ Weight:_____pounds Height:_____inches

(Write YES or NO in each blank.)

Physical Development

_____ walks with help

_____ walks alone

_____ runs _____ jumps

_____ stands on tiptoes

_____ rides a tricycle

_____ goes up stairs (how? crawls, walks, etc.

_____ plays simple games

_____ sleeps well (how long?_____)

_____ has bright, clear eyes

_____ toilet trained

_____ eats well with spoon or fork

_____ has teeth (how many?_____)

Social Development

_____ friendly to you

_____ friendly to strangers

_____ plays with other children

_____ can take turns

_____ can share with others

_____ likes other children

_____ likes pets

_____ plays alone

Mental Development

_____ notices people

_____ says words

_____ speaks clearly

_____ uses sentences

_____ likes books

_____ asks questions

_____ imitates grown-up like in play activity

_____ likes to explore and experiment

_____ has short attention span

_____ has long attention span

_____ can be taught games

_____ can learn finger games

Emotional Development

_____ overall a happy child

_____ afraid of new experiences

_____ afraid of the dark

_____ afraid of dogs

_____ afraid of strangers

_____ cries when parents leave

_____ shows love to pets, dolls, stuffed toys

_____ shows signs of jealousy

_____ gets angry quickly

_____ has temper tantrums

_____ can wait for attention

_____ shows pleasure with attention

_____ craves attention

_____ seems secure

If you have additional comments about any of the observations above, record them in your journal.

TALKING TO TODDLERS 3

The way you say and do things tells the toddler how you feel. A child will react to your tone of voice more than to your words. Your voice and actions should make the child feel you are a friend.

The first impression is very important. Give a toddler time to look you over. A child's curiosity plus your smile usually will begin a friendship.

Toddlers will be guided by your words, so choose them carefully. Use the word "do" rather than "don't." "Don't" tells the child only what not to do. A child needs to know what can be done and where. Instead of saying "Don't run in the house," say "If you want to run, you can go outside and run around the house." The toddler's need to run is still satisfied.

Whenever possible, give a child encouragement and approval. Compliments such as "Johnny ate all the food on his plate," or "Jill put on her shoes like an expert," let the child know what was done well.

Give a toddler a choice only when the decision is easy. A choice between just two things is best. Never offer a choice between two things when one of them isn't possible. Say "It's time to rest" rather than ask "Do you want to rest now?" Chances are the answer will be "No."

Avoid using bribery or forcing a child to do anything. "Eat your vegetables or you won't get any ice cream" does not encourage a child to eat and like vegetables.

I AM A TODDLER

People call me a toddler because I "toddle and waddle" when I walk. I am between 18 months and 3 years old. I like to explore my home and the world around me.
This is how I grow:

When I am 18 months old, I can:

* walk fairly steadily
* climb steps, one at a time
* say several words including my name
* throw a ball awkwardly
* paint all over my paper and my mother's table
* feed myself, and spill on myself
* pull a toy and walk backwards at the same time

When I am 2 years old, I like to:

* walk upstairs
* unscrew lids, open boxes, string beads
* look at books, turning one page at a time
* speak very short sentences
* play by myself, but not with other children
* stand on my tiptoes; jump, using both my feet
* stand on one foot alone
* say "No!"

When I am 3 years old, I like to:

* walk upstairs with alternate feet
* ride a tricycle with pedals
* imitate drawings by other people
* speak longer sentences
* undress myself
* wash myself
* be independent from my parents
* be aggressive with other children
* color with crayons
* put on my own shoes
* say a few rhymes

CARING FOR THE TODDLER 4

Feeding the Toddler

Happy mealtimes help children develop good eating habits. With cheerful companions and attractive, tasty meals, mealtimes make life seem good.

A toddler's first efforts at self-feeding can be very messy and frustrating to the person who has to clean up afterwards. Little hands have little control over the cup or spoon — food often lands on the lap or on the floor. Do not scold the child for this mess. Tidy eating comes with time and practice.

A toddler's appetite may vary from meal to meal. A child may be a fussy eater when overly tired or excited, in a strange place, or if a routine has been upset.

After active playing, it is a good idea to relax together before coming to the table. Reading a book or looking at a magazine may help.

Don't force a toddler to eat unwanted or disliked food. Offer only one new food at a time and give only a very small helping. Let the child decide when he or she has eaten enough. Allow enough time to eat (about 30 minutes) and then remove the food from the table. Let the child feel in control of what he or she eats. If you don't think the toddler got enough food at meals, provide nutritious snacks.

The toddler's daily nutritional needs include:

1. Milk and Cheese Group — two to three cups milk (other dairy products may replace some of the milk).

2. Meat, Fish, Poultry and Beans Group — two to three small servings. A small serving equals 1/2 ounce meat, poultry or fish, 1/2 egg, 2 tablespoons peanut butter, or 1/4 cup cooked dry beans, peas or other legumes.

3. Fruit and Vegetable Group — four or more small servings are recommended (one serving of citrus fruit, one of a dark green or deep yellow vegetable, plus two others). A serving for toddlers is 1/4 cup juice, up to 1/4 cup fruit or vegetables, or 1/4 of a piece of fruit. A rule of thumb is that a toddler's serving size for fruit or vegetables is approximately 1/4 of the adult serving size.

4. Cereal and Bread Group — four or more small servings. A serving for a toddler equals about 1/2 slice of bread, 1/4 cup cooked or dry cereal, or 1/4 cup cooked rice or pasta.

Here are some guidelines for good food and happy mealtimes:

* Serve the food in an attractive, eye-catching manner.
* Do not add so much spice and seasoning that the child doesn't recognize the food's original taste.
* Give small helpings and let the child ask for seconds.
* Congratulate the child for cleaning his or her plate.
* Encourage children to use a spoon, but let them use fingers, too. Table manners will come later, when a child is ready and able to eat more neatly.
* Be calm and cheerful at the table.

Clothing the Toddler

Though a toddler may be awkward, a child of this age wants to learn to do things alone; this means learning to dress and undress, too. Encourage a toddler by praising what has already being done. At times, both feet will go in one pant leg, coveralls will go on backwards, or suspenders will be hooked to

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the wrong side. Guide the toddler so he or she can learn the right way to dress.

Along with teaching a child how to dress, you may teach him or her how to keep clothes on and fairly clean.

Teach the child to select the right clothes for an activity by repeatedly explaining how certain clothing is used. Say "Sunday hat for Sunday," or "snowboots for snow," or "bare feet for swimming." This helps the child relate the clothes to the situation. Too often children catch colds or their bare hands get cold because they have not been taught to dress properly for outdoor activities.

Because a toddler is very active, clothes need to fit loosely and not hinder movements. Garments that hang from the shoulders rather than being fitted at the waist are good for the active child.

The best clothes for toddlers are those that are easily taken off and put on, and easily managed at the toilet. Such clothes help build self-confidence and independence, and improve muscular coordination.

Self-help clothes have simple openings, are well marked so the child knows the difference between the front and back, have elastic at fitted areas, and are simple in design.

Toddler's clothing is purchased by size, not by the age of the child. Here are the standard measurements most manufacturers use for toddlers' clothing:

Size	Height Inches	Weight Pounds
1	31	25
2	34	29
3	37	34
4	40	38

Bath and Bathroom Activities

When a toddler is taking a bath, you will probably find water everywhere in the bathroom. Given a wash cloth and a floating toy, a toddler will use both to splash in the water. A child may go through some simple motions of washing, such as touching the wash cloth to the mouth and nose, but most of bath time is devoted to play.

Watch toddlers closely while they are in the tub. Toddlers do not need a lot of water in the bathtub — three to four inches is plenty.

There are two important safety rules to remember when a toddler is bathing:

* Do not allow a toddler to stand in the tub.
* Do not leave a toddler unattended in a bathtub.

Watch toddlers closely. They can slip and injure themselves or drown very quickly, even in a small amount of water.

Make bath time a happy time by letting the toddler play, providing floating toys or soft plastic bottles, and ignoring the splashing water.

Besides learning to bathe, a toddler is learning to keep hands and face clean. A toddler is eager to wash hands, mainly because it's fun to play in the water. Encourage cleaning up without too much play. Be sure hands and face are washed before and after meals, after completing art projects, and whenever they're dirty.

After seeing other members of the family doing it, toddlers will want to brush the 16 or 20 teeth that have grown so far. They enjoy the fresh feeling after brushing teeth.

Usually a toddler has been trained to go to the toilet between the ages of 2 and 2 1/2. Remember that accidents happen, especially when toddlers are playing outdoors, away from home or excited.

A Toddler's Bedtime

A toddler's bedtime should be a happy time.

Most children have a "getting ready" time before they actually get to bed. This "getting ready" may last 5 minutes or 30 minutes. It often helps to tell the child in advance that it will soon be bedtime.

Try not to rush the process of going to bed. Be friendly and helpful. If you are firm and fair, most toddlers will be helpful and cooperative.

Carry the smaller child to bed, giving affectionate hugs. Take older toddlers by the hand while you chat about the pleasant things that will happen tomorrow.

If there is time, tell or read a story to the child. Choose a story that will be restful for the child. The story should have a happy, peaceful ending.

Some children enjoy sleeping with favorite stuffed animals or other toys. Usually these toys are soft and cuddly. A child also may have a special blanket to sleep with. Check with the parents about bedtime toys and blankets. Without these things, a child may cry and fuss.

A toddler needs about 12 hours of sleep each night. In addition, naps during the day may last one or two hours.

Check on a sleeping child. Be sure no drafts are falling on the bed.

If a child is afraid of the dark, leave a light on or sit beside the bed for a while.

LEARNING THROUGH PLAY

A large part of the toddler's day is spent playing. Play is one way to learn about oneself and the surrounding world. Through trial and error, new skills are learned.

Play also helps get rid of extra energy. It is a chance for the child to practice physical skills. It promotes a good appetite and healthful sleep.

There are several types of play. During active play the child is learning how to run, jump, play games or throw a ball. Quiet play may be reading a storybook, making an animal out of clay or doing a fingerplay.

Several types of play are discussed in this section. Use these suggestions, or ideas of your own, for toddler's play.

The Magic of Make-Believe

Much of a toddler's play is an imitation of what the child sees and hears. For most children, make-believe begins at about 18 months. A small child's first attempts to play a parent — taking care of a baby and preparing meals — often are clumsy and awkward. But by repeating the game over and over, the child soon develops skills in parenting dolls or stuffed animals.

Watch a child playing make-believe. Play is the child's way of finding self-expression, of acting out ideas and feelings. At the same time, the child learns many skills while playing, such as holding a doll, catching a ball and riding a tricycle.

Although make believe doesn't necessarily involve toys, most children use them to carry out their imaginative role. A good toy is one that appeals to the child's imagination, and can be used in many ways, for many things. Old pocketbooks, a fireman's hat, small toy animals, play money and a doll buggy are toys that develop a child's imagination. A wardrobe of dress-up clothes makes the play seem even more realistic.

Encourage the toddler to make believe, and occasionally enter into the fantasy yourself. This is one way you can help the toddler understand the world.

Nature Hike

Nature hikes can be a fun way to teach a toddler about the outdoor world.

As you walk through the backyard or a nearby park, look at the clouds, peek under rocks, and point out bird nests and other interesting things in nature.

Have the child collect interesting things in a paper sack. These can be used to show and tell parents about the hike.

If you hike around midmorning or midafternoon, pack a simple lunch to carry along. It may be just an apple and some crackers or cookies. Toddlers enjoy eating outdoors.

It is important to keep the hike short. Toddlers have short legs and tire more easily than you. Also limit the number of activities during the walk. If toddlers get too tired, they won't enjoy the hike.

Play "touch and feel" on the nature hike. When the child picks things up, ask if they are soft or hard, cool or warm, smooth or rough, light or heavy. Here are some things that a child can touch and tell you about:

SOFT - grass, feather, fuzzy caterpillar, kitten

HARD - rock, sidewalk, stick

LIGHT - leaf, feather

HEAVY - log, large rock

COOL - shade, water, ice

WARM - sun, skin

ROUGH - rock, bark on tree, pine cone

SMOOTH - leaf, your skin

Take a trip to a zoo, pet shop or animal farm where a child can see many different kinds of animals, birds, insects and fish. Watch children carefully so they do not get scratched or bitten.

Telling a Story

At about the age of 2, toddlers enjoy looking at pictures of familiar things. Soon the child has enough patience to listen to short stories about each picture. The toddler may not completely understand the story, but if you use your face and voice to help tell the story, the toddler will enjoy it.

Story telling also is important in helping the child learn to listen and sit still.

Toddlers have short attention spans. A 2-year-old will listen only about two or three minutes. A 3-year-old will probably listen up to five minutes. So stories must be short and simple.

Realistic stories are very good because they teach about the world and other people. Avoid stories that are so "make-believe" they confuse the child. Some make-believe stories such as ghost and witch stories may frighten a child.

Toddlers enjoy

-stories about themselves and their play activities,

-stories about things that move and make noises (choo-choo trains, cows that moo, tugboats that go putt-putt),

-stories that repeat lines over and over again ("I'll huff and I'll puff and I'll blow your house down"), and

-stories that have large, simple, colorful pictures.

Here are story telling suggestions:

-Be sure the child is comfortable. Sit facing the child so he or she can see your facial expressions as you tell the story.

-Tell the story slowly and allow for questions and comments as you go. Try to include only one subject in the story or the child will lose interest.

-Don't just read the story. Use a lot of facial and vocal expressions. This will entertain and help the child learn expression skills.

-Let the child leave before the story is finished. Try telling it later in the day. Some children will want you to tell the story again.

There are several things you can use to help tell a story:

-story or picture book

-flannelboard with pictures that represent parts of the story or people in it

-toys which represent something in the story, such as a stuffed rabbit, a car or a toy train

These visuals will make the story more interesting to the child. Choose one for your story.

Story Books and Picture Books

Toddlers enjoy books that are small and easy to handle. They should have large colorful pictures, with only one or two lines of story to each page.

Cloth books are best for toddlers because they won't tear. Many cloth

books have a protective coating so they can be wiped off when they get sticky or dirty.

You may want to make a simple cloth picture book rather than buy one. Here are some suggested steps:

1. Choose a topic for the book.

2. Make the pages—

-Cut pieces of cloth large enough for two pages.

-Lay the pieces together and sew down the center to hold the pages together.

-Fold where sewn and stitch about 1/4 inch in from the edge to form a binding.

3. Use cloth paints, iron-on tape or fancy sewing stitches to make your pictures on the page. Use only one side of each page for your pictures.

Cardboard books are also easy to make:

1. Select pictures from magazines and paste them onto heavy cardboard.

2. Punch holes in the pages and tie them together with shoestring, yarn or some other heavy cord.

You may want to let the child create his or her own book. Have the child tell you a story. On each page of the book, write one sentence of the story. Then have the child draw a picture to illustrate each sentence.

Finger Plays and Action Songs

Toddlers are fascinated with songs and words that can be acted out. They will watch very intently and occasionally repeat a movement or sound you have made.

Go through the motions very slowly, guiding the child's hands as you say the words. Repeat the actions and words several times and soon the child will want to do the fingerplay alone.

A toddler may enjoy these fingerplays:

TEDDY BEAR

Teddy bear, teddy bear, turn around, (turn around)
Teddy bear, teddy bear, touch the ground, (touch the floor)
Teddy bear, teddy bear, touch your shoe, (touch your shoe)
Teddy bear, teddy bear, how are you? (shake hands)
Teddy bear, teddy bear, go upstairs, (finger motion)
Teddy bear, teddy bear, say your prayers, (hands clasped)
Teddy bear, teddy bear, turn out the lights, (close eyes)
Teddy bear, teddy bear, say "goodnight" (rest head on folded hands).

TWO LITTLE BLACKBIRDS

Two little blackbirds (clench fists, thumbs sticking up)
Sitting on a hill. One named Jack, (wiggle left thumb)
One named Jill. (wiggle right thumb)
Fly away Jack! (put one fist behind back)
Fly away Jill! (put other fist behind back)
Come back Jack! (bring one fist forward, wiggle thumb)
Come back Jill! (bring other fist forward, wiggle thumb)

Music

Children enjoy listening to music even as small infants. They enjoy the rhythm and melody of each song. They may clap their hands to gay music or they may be quieted at bedtime by soft, smooth music.

When you are with a toddler, hum or sing simple songs you know. You don't need to try to teach the songs right away. The child will pick up notes just by listening to you. You can teach the song later.

At this time, the toddler is trying to learn to control his or her singing voice. So far singing has been a mixture of notes. Now the child wants to combine these notes into a song people will recognize. Encourage the toddler by letting him or her know when you recognize a song.

Many of the toddler's songs are picked up from television shows and advertisements. These songs are repeated over and over again during the child's favorite television programs.

Musical games also help teach new songs. "London Bridge" and "Farmer in the Dell" are musical games that toddlers enjoy.

There are many different types of toy musical instruments that an help a child learn rhythm. These include bells, xylophones, drums, blocks, shakers and triangles.

Or a child can learn to blow a trumpet, harmonica or small flute.

String instruments, such as a small guitar, also are very popular toys for children.

Creative Art

Even at this young age, children want to use their hands to be creative and imaginative. Although much of a toddler's art may not be recognizable to you, it means a lot to the child.

Avoid making patterns for the toddler to follow. The child will probably feel unable to do as well as you have, and may want you to make the item for him or her.

Allowing the toddler complete freedom in making a work of art encourages the development of creative talents. Toddlers usually are not very concerned about what the art will look like when it is finished. They are mainly interested in the fun and excitement of doing it.

As you watch the toddler work on "art" projects, you will notice that hand movements are very awkward. There may be as much art work on the table as there is on the paper. Cover the table with newspaper before beginning a messy project and cleanup will be much easier. Use low dishes for paint and water. They are harder to tip over.

Because creative art and play may be messy, you need to protect a toddler's clothes. A simple apron works well.

1. Use a piece of plastic about 18 inches x 45 inches. Other washable materials may be used also.

2. In the center of the piece, cut an oval for the child's head. Be sure there is enough room for the child's head to get in and out.

3. Bind the oval and outer edge of the apron with bias tape, using the long stitch on the sewing machine.

Finger Paint

Children enjoy finger painting because they get to paint with their hands. You may use one of the recipes for finger paints below, or one of your own.

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Finger Paint

3/4 cup liquid laundry starch
1 1/2 cups soap flakes
Cold water
1 quart boiling water

Mix the starch with a little cold water. Pour the mixture and soap flakes slowly into rapidly boiling water. Stir constantly until the mixture thickens.

Use food coloring or powdered tempera paints for color.

Instant Finger Paint

Use non-toxic dry powder paste called wheat paste. Sift or shake paste into cold water. Beat until it is thick enough for a finger paint. Add food coloring or powdered tempera for color. This paint gets thicker as it stands.

Rapid Finger Paint

Pour a little liquid starch onto moistened paper. Shake or sprinkle food coloring or tempera paint powder over the starch. Children can mix the ingredients as they paint.

White butcher paper or freezer wrap is excellent for finger painting. You also may use shelf paper.

Dip the paper in water or dampen it with a sponge. Lay the paper on the table, pressing out the air bubbles caught between the table and the paper. Be sure to give the child a large piece of paper to allow room for hand movements.

Play Dough

2 cups water
2 tablespoons powdered alum
1/2 cup salt
2 tablespoons vegetable oil
few drops of food coloring
2 cups flour

Mix water, salt and food coloring in a large pan. Bring to a boil. Boil until salt is dissolved. Remove from heat. Add alum, vegetable oil and flour. Stir until dough is stiff. Cool. Turn out onto a flat surface and knead until smooth. Store in tightly covered container.

Blowing Bubbles

Children are fascinated with bubbles. They are even more fascinated when they can blow and pop bubbles themselves. Here is a recipe you may try:

Homemade Bubbles

Combine 1 cup water and 2 teaspoons liquid dishwashing detergent. Mix well. Bubbles will be less fragile if you add 1 teaspoon of glycerin. You can buy glycerin at a drug store.

Children can blow bubbles through a plastic pipe, a funnel, drinking straws or even through a circle made with their thumb and index finger.

Games for the Toddler

A toddler does not play very well with other children of the same age. Being together is fun, but each one has a strong sense of "mine" that shows up, especially during games. Each one wants to dominate the game rather than letting other playmates take their turn.

Games that have two players are good for a toddler. With just two players, turns come often. At the same time, the two will share the fun. Tag, hide-and-seek, chase-my-shadow and follow the leader are good games for the toddler.

Finding and Making Toys for the Toddler

Often you can find things around the house that make good toys for toddlers. A toddler likes to play with wooden spoons, kettle lids and even old paper boxes.

Examine a toddlers' toys carefully for safety hazards or problems. A good toy for a toddler is one that:

* is simple (An elaborate one may confuse the child.)

* has no small parts that can be put in the mouth and swallowed, or be pulled or chewed off

* is brightly colored (Too many colors may confuse the child. It may also distract from what the toddler learns from the toy.)

* has no sharp edges and points

* won't cause illness if chewed (Some paints are poisonous.)

* will help a child grow
-by teaching something new
-by helping develop skills and coordination
-by satisfying urges to squeeze, cuddle and love
-by allowing the child to use imagi nation.

Toys which toddlers enjoy include:

*assorted sizes of balls and blocks
*stuffed animals and dolls
*small tricycles or kiddy cars
*take-apart and put-together toys
*pull-push toys
*sit-on vehicles
*doll carriages
*wagons
*hobby horses
*telephones
*sandboxes

When you make a toy for a toddler, remember the guidelines for good toys for toddlers. Then go ahead and make it. Here are some toys you could make.

Stuffed Animals or Dolls

1. Choose colorful pieces of washable material.

2. Pin the doll or animal pattern on the material. (Use your imagination and make your own pattern, or select a pattern that is ready to use.)

3. Cut out the pieces, allowing 5/8 inch for seam allowances.

4. Sew the main parts of the animal or doll together, leaving an opening so you can stuff the filling into place. (It is a good idea to stitch the seams twice so they'll be less likely to split open when you put in the stuffing.)

5. Choose a filling that will not hurt the toddler if the seam does split open. Pieces of nylons or polyester fiber fill make excellent fillings. The filling must be washable.

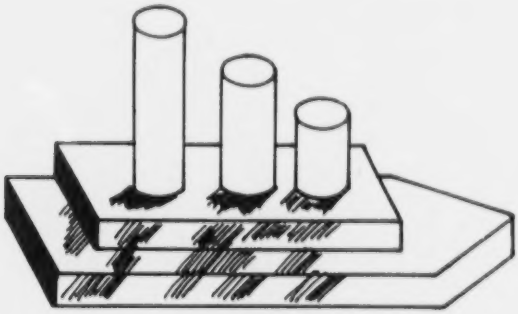
6. Sew on the eyes, nose, mouth and other decorations using fancy embroidery stitches. Choose stitches that will not come apart or be easily pulled. Avoid buttons, hooks and eyes, and other small notions that a toddler might pull off and accidentally swallow.

Take-Apart, Put-Together Toys

Because there are so many ways to make this type of toy, use your imagination and construct one you think the child will enjoy. Remember to make all the parts smooth and simple in design. Be sure parts are large enough that they cannot be put in the mouth.

If you want to paint the parts of your toy, choose a non-toxic paint. Beware of paints that contain lead, antimony, arsenic, selenium, soluble barium, mercury or cadmium. These chemicals are poisonous.

Here are some examples of take-apart, put-together toys:



Building Blocks

Blocks are some of the best toys for toddlers. Use new lumber or scraps from the lumberyard or your home workshop to make squares, rectangles, triangles and notched blocks. Make round blocks from dowels or closet rods.

Carefully sand the edges of each block. Leave them unfinished or paint them with non-toxic paint.

Educational Toys

Educational toys for toddlers should be simple and teach only one idea at a time. Be specific about what you want the toddler to learn.

A drop box is a simple toy that helps children learn about colors and shapes. If you decide to teach about colors, make all the pieces the same shape. If you want to teach about shapes, make all the pieces the same color.

1. Make a slit about 7 to 9 inches long in the top of a small box. (A shoe box works well.)

2. Paint or cover the box with contact paper. Use bright colors.

3. Use 4 to 6 inch squares of cardboard to cut out various shapes such as circles, squares, triangles or stars. Use only two or three shapes for toddlers.

4. Color, paint or cover the shapes with contact paper. Use simple colors such as black, white, red, green, yellow and blue.

Give the child one cardboard piece at a time. Ask what color or shape it is. Praise the child when the answer is right. When it is wrong, give the correct answer.

If the child answers correctly, drop the

pieces into the box. If the answer is wrong, do not put the piece into the box. Use it again after you have shown the child three or four other pieces.

After all the pieces have been correctly identified, or the child is tired of the game, let the child take the lid off so he or she can see all pieces.

Toy Furniture

Much of the toddler's play involves furniture. A child sits on a chair to eat or finger paint. To play house, a child needs a crib for the doll and a stove for cooking meals.

With an adult's help, make a piece of furniture for the child's play. Consider how big the child is. Some measurements you might need:

* For a chair, measure from the knee to the floor and also from the knee to the lower end of the child's spine. (Make this last measurement when the child is sitting down.)
* For cupboards, sinks, stoves and small dressers, measure from the floor to the child's waist.
* Cradles and beds may be any size, as long as the child's dolls fit into them.

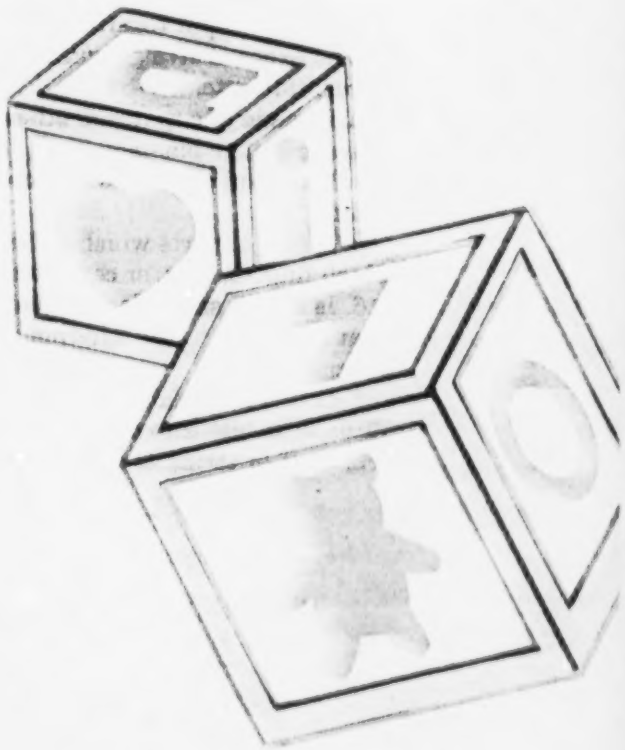
With these measurements you can make toy furniture. Use heavy materials such as wood to make the chairs and furniture that need to hold the child's weight. You can make a stove, refrigerator and sink from sturdy cardboard boxes. Use markers or tempera paint to add details such as doors and knobs to the furniture you make.

Be sure the furniture is safe for toddlers to use.

* Is wood sanded so all surfaces are smooth and splinter free?
* Are the edges of wood sanded until they are well-rounded?
* Is the paint non-toxic?
* Is the cardboard sturdy enough for the toddler's play?
* Have loose staples or other possible hazards been removed from cardboard?

These are just some suggestions for toys for toddlers. Use your imagination and come up with ideas of your own.

When you have finished your toy, evaluate it using "Guidelines for Evaluating Toys" found on the following page. If your toy meets these requirements, then you may let a toddler play with it.



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GUIDELINES FOR EVALUATING TOYS

Originality

Creating and constructing imaginative toys can be an opportunity for you to express your knowledge and CREATIVITY.

1. Shows evidence of originality in design.
2. Exhibits unique use of available and inexpensive materials.
3. Is a creative adaption of an existing idea.

Superior	Excellent	Good	Fair	Poor

Safety

Toy should be designed so that child can use the toy safely.

1. Is free of sharp or pointed edges.
2. Has been put together so that there are no exposed straight pins, sharp wires, rails, etc.
3. Is made of a material other than glass or brittle plastic.
4. Has been painted with non-toxic paint.
5. Is free of parts which deliberately pinch fingers, toes, or catch hair.
6. Is free of small detachable parts that can lodge in the windpipe, ears or nostrils.
7. Is of a material that would be difficult to bite into and/or swallow.
8. Cord or string is no longer than 12".

Superior	Excellent	Good	Fair	Poor

Appropriate for the Child's Age and Development

Toys are a child's tools for learning and are part of a rich learning environment. Toys should be appropriate and usable at each age level.

1. Attracts the child's attention and interest.
2. Stimulates the senses (color, texture, shape).
3. Enhances intellectual development.
4. Is versatile — can be used in a variety of ways.

Superior	Excellent	Good	Fair	Poor

Promotes Growth and Development

Toy should be age specific.

1. Can be used by the child when playing alone as well as with others.
2. Encourages interaction between child and others.
3. Helps develop large muscle skills (pulling, walking, sitting on).
4. Helps develop small muscle coordination (stacking, pulling things in and out).

Superior	Excellent	Good	Fair	Poor

Quality of Construction

The toy should be able to withstand the rigors of child use.

1. Is durable.
2. Buttons, trims, and other parts are well-fitted and securely fastened.
3. Sewing is well done and secure.
4. Is washable.
5. Has been carefully and attractively constructed.
6. No rough edges and corners are smooth.

Superior	Excellent	Good	Fair	Poor

FOR MORE HELP WITH YOUR PROJECT

* Ask your parents
* Ask your 4-H leader
* Read the 4-H Babysitting Project manual
* Refer to the following Fact Sheets: (They are available at your Extension office.)

FL18 Your Child at Eighteen to Twenty-One Months
FL19 Your Child at Twenty-One to Twenty-Four Months
FL20 Twenty-Four Months and Beyond
FL40 Toys and Play for Young Children
FL50 Baby Sitting

Special acknowledgement to Linda Boeckner, Extension Nutrition Specialist; Jeanette Friesen, Extension Agent-Home Economics; Virginia Gobeli, Extension Specialist - 4-H; Herb Lingren, Extension Family Life Specialist; Pat Steffens, Extension Family Life Specialist; and Rose Marie Tondl, Extension Specialist - Clothing and Textiles for their contributions in developing and reviewing this project.

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SUMMARY OF PROJECT

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Leo E. Lucas, Director of Cooperative Extension, University of Nebraska, Institute of Agriculture and Natural Resources.

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PS

Nebraska Cooperative Extension 4-H 311

4-H CHILD DEVELOPMENT PROJECTS
LEADER'S GUIDE
FOR THE INFANT AND TODDLER UNITS

Connie M. Francis
Extension Family Life Specialist

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4-H CHILD DEVELOPMENT PROJECTS LEADER'S GUIDE for the INFANT and TODDLER UNITS

Connie M. Francis
Extension Family Life Specialist

INTRODUCTION

The 4-H Child Development Project is written as four separate units:

The Infant (birth to 18 months)

The Toddler (18 months to 3 years)

The Preschooler (3 to 6 years)

Middle Childhood (6 to 8 years)

The goals of the 4-H Child Development Project are:

*To understand how children grow physically, mentally, socially and emotionally from infancy through middle childhood.
*To learn how to care for children from birth through eight years.
*To choose appropriate types of play for each age level.

Your role as a leader is to help 4-H'ers meet these goals.

This Leader's Guide is designed as a tool for you. It will help you plan learning experiences for 4-H'ers studying "The Infant (birth to 18 months) or "The Toddler" (18 months to 3 years) in the 4-H Child Development Project.

As you read the member's manual, you will get ideas for learning activities and experiences that will help 4-H'ers understand the developmental levels through which children grow. One of the best learning experiences a 4-H'er can have in this project is to observe more than one child of similar ages. This helps the 4-H'er realize that, although there are levels through which all children progress, each is unique and each proceeds at his or her own individual rate.

Consider using older 4-H'ers to help you with activities and learning experiences for younger 4-H'ers in the Child Development Project.

WORKING WITH YOUNG PEOPLE

Most young people within an age group have some of the general characteristics typical of the age and developmental stage. However, each child develops at his or her own pace and each is a unique individual. Below are typical characteristics of two age groups with which you will be working. You are likely to observe many of these characteristics in your 4-H members, but you will not find all of them in any one member.

Characteristics of 9- to 11- year-olds:

* Interest in making things is high.
* Large muscle control is fairly well developed.
* Fine finger control is beginning to develop.
* Peer group is of increasing importance.
* Independence from adults is important.
* Have limited decision making abilities.
* Have abounding energy.
* Find it hard to sit still for very long.
* Need to experience early success.
* Need to feel loved and accepted.
* Attention span is good for short periods of time.
* Active participation increases attention span.
* Searching for self-identity and need assistance in building a strong sense of positive personal confidence.
* Need help managing their time.[1]

Characteristics of 12- to 14- year-olds:

* Steady height and weight growth continues.
* Small muscle control is fairly well developed.
* Abstract thought is possible, and plans can extend over several weeks.
* Activities can be evaluated with considerable insight.
* Attention span increases.
* Need self-expression and self-directed activities to develop intellectual skills.
* Need to know and understand the "why" of things.
* Peer group is very important.
* Prejudice may be apparent.
* Both cooperation and competition are enjoyed. Cooperation is more difficult to learn than is competition.
* Independence from adults is important.
* Concept of self is enhanced by feelings of competence.

The 4-H Leader Handbook (4-H 38) is a guide to help leaders work with young people and to link them to the Extension office in their area, and to the community. Each module in the handbook provides information on such topics as understanding 4-H, involving parents in 4-H, holding effective meetings, understanding youth and helping 4-H'ers with project records.

[1]Rose Marie Tondl, SEWING FOR FUN: LEADER'S GUIDE. (University of Nebraska Cooperative Extension.)

RESPONSIBILITY OF THE 4-H LEADER

1. Attend leader training meetings when possible to receive information on teaching 4-H'ers.

2. Plan meetings for project members.

3. Explain what the project can offer. Encourage 4-H'ers to pursue areas of individual interest and share their findings with others.

4. Help individuals evaluate their projects.

5. Encourage participation in presentations and exhibits to gain poise and confidence.

6. Learn and grow with the members. Broaden your own knowledge in child development.

7. Ask your Extension Agent-Home Economics for help in getting bulletins and other materials and resources listed in this guide.

8. Involve parents in this 4-H project. Begin by encouraging 4-H'ers to discuss their project plans with their parents. Parents can take part in 4-H and relieve you of some of the responsibilities. For example, they can help with transportation; work out details for a tour or field trip; have meetings in their homes; or serve as resource persons for games, activities or lesson presentations.

A 4-H PHILOSOPHY

Much of the 4-H program centers around one major learning technique—the project. A project is a real-life learning experience through which the 4-H member establishes personal objectives, sets out to accomplish these objectives and finishes the job. Projects help members learn by doing and are planned to teach life skills. These skills will help 4-H'ers function as adults in our society and accept responsibilities for community leadership.

Life skills help young people and adults fulfill their potential as individuals and group members. The life skills learned in 4-H include understanding self; relating with others; decision making/problem solving; acquiring, analyzing and using information; managing resources and working with others.

In the 4-H Child Development project, 4-H'ers will learn and practice these life skills. As a leader, you can encourage 4-H'ers to talk about and share what they observe and do, both formally and informally. Urge them to experiment, ask questions and try new things. Give them opportunities to identify problems and attempt solutions, to set goals and make choices, and to evaluate what they have learned. In this way, you will help them develop life skills which will be useful to them long after they have completed this project.

PLANNING THE PROJECT MEETING

Below are suggested activities for club meetings. It is not necessary to complete all the activities and exercises. Select the ones that interest you and your club members the most.

Get members involved early in the meeting through roll call, reports of what they have done at home, simple demonstrations, short talks and actual activities. Provide some opportunity for recognition of and participation by every member at each meeting.

Field trips add variety to a club program. For the convenience of everyone concerned, make arrangements for trips well in advance. Talk to the person in charge about what you want members to learn and see, their interest and age range, the time of your arrival and departure, and anything else that will make the visit worthwhile for 4-H'ers and pleasant for the host.

Involve Junior Leaders as well as 4-H parents in club meetings. Ask them to do a demonstration, assist with a group activity or help individual 4-H'ers.

Take some time at your first meeting to organize. Introduce the project to members and their parents. Explain the project and, if possible, give examples of what is included in some of the units. Discuss keeping a journal to record project experiences and observations.

THE INFANT

This project is about the development of infants from birth to 18 months. In it the 4-H'er will observe and learn about the physical, emotional, social and intellectual development of infants. It is important to remind members that each child is unique and will progress through these stages at an individual rate. Ages given for various stages of development and accomplishment are only approximate.

For more information about the development and care of infants, refer to the following Fact Sheets, which are available at your Extension office:

* FL11 Your New Baby's Early Life
* FL12 Milestones of Baby's Growth
* FL13 Your Baby at Three to Six Months
* FL14 Your Baby at Six to Nine Months
* FL15 Your Baby at Nine to Twelve Months
* FL16 Your Child at Twelve to Fifteen Months
* FL17 Your Child at Fifteen to Eighteen Months
* FL40 Toys and Play for Young Children
* FL50 Baby Sitting
* FL80 Reading to Your Child
* Home Furnishings/Interiors Fact Sheet 45 Children's Furnishings for a Safer Environment
* Home Furnishings/Interiors Fact Sheet 46 Children's Furnishings Safety Check List

The following 4-H publications may also be useful to you:

*4-H 181 Communicating with Young Children
*4-H 267 The Sitter, Member Manual
*4-H 268 The Sitter, Leader Guide

The amount of responsibility a 4-H'er takes for actual care of a child in this project depends on the member's age and experience. The member's manual has project suggestions for members in three age groups: 9 to 11 years old, 12 to 14 years old, and 15 to 19 years old.

UNDERSTANDING INFANCY

Purpose: 4-H'ers will learn how an infant grows physically, mentally, socially and emotionally.

Meeting Suggestions: (This section may involve two or three meetings.)

Roll Call Ideas:

* Why I have chosen to study infants.
* An experience I have had with an infant.
* Name one item which would be useful when caring for an infant.
* Ask each member to bring and show a picture of themselves as an infant.

Topics to Talk About:

* Characteristics of infants. See "I Am An Infant," page 7 in the member manual. Explain to 4-H'ers that developmental materials are generalized information to help us see the various stages through which a child moves. It is important to realize that each child develops at his or her own pace.
* How babies learn to communicate. Talk about forms of communication such as crying, smiling, coos and gurgles, and how a baby uses them to send messages.
* Observing babies. Discuss skills infants learn in each area: physical, social, mental and emotional development. Encourage members to observe as many infants as possible at a variety of age levels.
* Keeping a journal. Have members talk about keeping a Child Development journal in which they can record their observations. With a loose-leaf notebook 4-H'ers could duplicate the Observation Form and make several observations throughout their project. The 4-H'ers might also record other experiences in the project, and include pictures and newspaper or magazine articles about the development and care of babies.

Activities:

* Use project suggestions on page 4 of the member's manual. Discuss what each member would like to learn. Complete the first column of the Project Planning and Evaluation Sheet.
* Make the first journal entry as a group. Record your plans for the project year.
* Using the observation form provided on page 6 of the member manual, have members record changes in one infant over a period of time, and differences between two or more infants of approximately the same age.
* Visit a local day care center where 4-H'ers can observe more than one infant. Each member might select two children of the same approximate age and note similarities and differences in physical, emotional, mental and social development. Record what you see on Observation Forms. Encourage 4-H'ers to ask questions of the day care provider. (You and the members could prepare a list of questions ahead of time.)

CARING FOR THE INFANT

Purpose: The 4-H'er will learn skills such as bathing, clothing and feeding the baby, and promoting feelings of security and safety.

Meeting Suggestions: (This section may involve two or three meetings.)

Roll Call Ideas:

* One safety rule for caring for an infant.
* A piece of clothing an infant needs.

Possible Member Presentations:

* How to heat a baby's bottle.
* How to feed and burp a baby.
* How to bathe an infant.
* How to select an infant's clothing.

Topics for Discussion:

* Feeding an infant. Discuss nutritional needs and how they change, how to hold a baby while giving a bottle and how to burp a baby. Talk about safety precautions for storing and heating baby food.
* Bathing an infant. Talk about how to do it, step by step. Emphasize safety precautions.
* Clothing an infant. Discuss types of clothing which are appropriate for an infant.

Activities:

* Invite a guest speaker to attend your 4-H meeting. Before the speaker arrives, develop a list of questions you would like to ask. Ideas for guest speakers include:
  -a nurse to demonstrate infant care skills such as changing a diaper or dressing an infant.
  -a mother to show how to feed a newborn.
  -a doctor to explain immunization of infants — when and why.
  -someone from community action to explain the Women, Infants and Children (WIC) program.
* Demonstrate how to bathe an infant using a doll. Let each member try. Then talk about how to dress the baby and let members practice.
* As members develop skills in caring for an infant, and as they learn through observations and other experiences, encourage them to share what they have learned. This sharing may be done informally through group discussion or through formal presentations.
* Visit a store that sells infants' clothing. Look at size and age ranges listed. Check labels. Look for features which would make clothing easy or difficult to put on an infant.
* Check the price of cloth diapers versus disposable diapers. Considering cost, care requirements and environmental considerations, which type do members think would be the best buy? One or more members may want to make a poster or display showing what they found.
* Discuss safety features to look for in infant furnishings. Visit furniture stores and compare quality of construction, safety features and cost.
* Check prices on items for an infant's layette and decide how much it would cost to clothe an infant for the first three months of life.

LEARNING THROUGH PLAY

Purpose: 4-H'ers will learn to choose types of play and toys suitable for infants.

Meeting Suggestions: (This section may involve two or three meetings.)

Roll Call Ideas:

* Your favorite toy as an infant.
* One way an infant plays.
* A safety tip for playing with an infant.
*An idea or picture of an infant toy to make.

Topics to Talk About:

* What makes a good toy for an infant? Use the section on "Toys for Babies," page 12 in the member manual as a discussion guide.
* Types of play that encourage an infant's development.

Activities:

* Collect four or five toys for babies. Ask members to evaluate each one for quality of construction, safety and appropriateness for an infant.
* Visit a store that sells toys. Look at specific features and at age recommendations on labels. Compare to recommendations in the 4-H Child Development manual for infants.
* Ask each member to bring supplies needed to make a mobile. Make mobiles at your meeting. You may want to enlist the help of one or two mothers or an older 4-H'er.

AN ACHIEVEMENT MEETING

If possible, share the achievements of the members in this project at a final club "achievement" meeting. This would be an ideal time to invite families to learn about what members have done.

An achievement meeting could include an exhibit of members' work, displays or posters showing things learned, presentations by members, and sharing of observations about the growth and development of infants.

THE TODDLER

This unit is about the development of toddlers from 18 months to 3 years. In it the 4-H'er will observe and learn about the physical, emotional, social and intellectual development of toddlers. It is important for members to realize that each child is unique and progresses through developmental stages at an individual pace. Although ages are given for various stages of development and accomplishment, these are only approximate. Children will reach each level of development at varying ages.

For more information about the development and care of toddlers, refer to the following Fact Sheets available from your Extension office:

*FL18 Your Child at Eighteen to Twenty-One Months
*FL19 Your Child at Twenty-One to Twenty-Four Months
*FL20 Twenty-Four Months and Beyond
*FL40 Toys and Play for Young Children
*FL50 Baby Sitting

The following 4-H publications may also be useful:

*4-H 181 Communicating with Young Children
*4-H 267 The Sitter, Member Manual
*4-H 268 The Sitter, Leader Guide

Project suggestions in the member's manual are given for three age groups: 9 to 11 years old, 12 to 14 years old, and 15 to 19 years old. The amount of responsibility a 4-H'er takes for the care of a child in this project depends on the 4-H'ers age and experience.

UNDERSTANDING THE TODDLER

Purpose: 4-H'ers will learn how a toddler grows physically, mentally, socially and emotionally.

Meeting Suggestions: (This section may involve two or three meetings.)

Roll Call Ideas:

* Why I have chosen to study toddlers.
* One thing I know about toddlers.
* An experience I have had with a toddler.

Topics to Talk About:

*Characteristics of toddlers. See "I Am A Toddler" page 8 in the member manual. Emphasize that developmental materials are generalized information to help us see the various stages through which a child moves. It is important to remember that each child develops at his or her own pace.

* Observing toddlers. Refer to the Observation Form on page 6 in the member manual and discuss skills toddlers learn in each area: physical, social, mental and emotional development. Encourage members to observe as many toddlers as possible at a variety of age levels.

* Keeping a journal. Encourage members to keep a Child Development journal in which they record their observations. With a loose leaf notebook 4-H'ers could duplicate the Observation Form and make several observations throughout their project. The 4-H'ers might also record other experiences in the project, and include pictures and newspaper or magazine articles about the development and care of toddlers.

Activities:

* Use project suggestions on page 4 of the member manual. Discuss what each member would like to learn and do. Complete the first column of the Project Planning and Evaluation Sheet.

* Make a journal entry as a group. In it record your plans for the project year.

* Using the Observation Form provided on page 6 of the member's manual, have members record changes in one toddler over a period of time and differences between two or more toddlers of approximately the same age. Have members include these observations in their journal.

* Visit a local day care center where 4-H'ers can observe more than one toddler. Each member could select two children of the same approximate age and note similarities and differences in physical, emotional, mental and social development. Have members record what they see on Observation Forms. Encourage 4-H'ers to ask questions of the day care provider. (You and the members could prepare a list of questions together ahead of time.)

CARING FOR THE TODDLER

Purpose: The 4-H'er will learn how to bathe, dress and feed the toddler and how to promote feelings of security and safety.

Meeting Suggestions: (This section may involve two or three meetings.)

Roll Call Ideas:

* One safety rule for caring for a toddler.
* A current issue affecting toddlers and their families.

Possible Presentations:

* Nutritional needs of a toddler.
* Clothing for a toddler.

Topics to Talk About:

* Feeding a toddler. Discuss nutritional needs and how they change as a toddler grows. Also talk about how toddlers begin to feed themselves.
* Safety pointers. Include safety considerations for playing, sleeping and bathing.
* Clothing a toddler. Types of clothing that are appropriate for a toddler.

Activities:

* Invite a guest speaker to attend your 4-H meeting. Before the speaker arrives, write a list of questions you would like to ask. Ideas for guest speakers include:
  - a parent of a toddler to talk about what the child is like.
  -a doctor to talk about childhood diseases.
  -a day care provider to talk about day care as a business.
  -a state legislator to discuss current legislation affecting families in your state.
* Visit a store that sells toddlers' clothing. Look at sizes, age ranges and features which would make it easier for a toddler to learn to dress alone. Check labels for care instructions.
* As members develop skills in caring for a toddler, and as they learn through observations and other experiences, encourage them to share what they have learned. This sharing may be done informally through group discussion or through formal presentations.

LEARNING THROUGH PLAY

Purpose: 4-H'ers will learn to choose types of play and toys suitable for toddlers.

Meeting Suggestions: (This section may involve two or three meetings.)

Roll Call Ideas:

* Your favorite toy as a toddler.
* Name a toy a toddler would enjoy.
* A safety tip for playing with a toddler.
* An idea or picture of a toddler's toy to make.

Possible Presentations:

* Selecting or making a toy for a toddler.
* Reading a story to a toddler.

Topics to Talk About:

* Types of play which encourage a toddler's physical, emotional, social and intellectual development.
* What makes a good toy for a toddler? Use the section on "Finding and Making Toys for the Toddler," page 17 in the member manual as a discussion guide.

Activities:

* Collect four or five toys for toddlers. Ask members to evaluate each toy for quality of construction, safety and appropriateness for a toddler.
* Visit a store that sells toys. Look at specific features and at age recommendations on labels. Compare to recommendations in the 4-H Child Development manual for toddlers.
* Look at toy advertisements and evaluate toys for safety and appropriateness.
* Encourage members to write in their journals about what they see. By observing a child's imaginative play a 4-H'er can learn a great deal about what the child is thinking and feeling.

AN ACHIEVEMENT MEETING

If possible, share the achievements of the members in this project at a final club "achievement" meeting. This would be a good time to invite families to learn about what members have done.

An achievement meeting could include an exhibit of members' work, displays or posters showing things learned, presentations by members, and sharing of observations about the growth and development of toddlers.

A Guide to Children's Toys

Children's rates of growth differ widely, but the sequence of the development is similar. The following guide is not a timetable. It shows a progression in which each new skill adds to and builds on the mastery of the ones before.

STAGES	EMERGING SKILLS	TOYS THAT ENABLE	WAYS TO ENCOURAGE
ENJOYMENT OF THE FAMILIAR (birth to about 6 months)	recognition of faces anticipation of sequences discovery of own body (hand, mouth and vocal play) staring and listening intently learning they can cause things to happen	stuffed toys with faces reflective surfaces, toys to hold, suck, shake crib decorations, music box mobile that moves as a result of baby moving in bed	make faces ritual games (pat-a-cake) think safety in toys that go in mouth sing/talk to baby react
GETTING AROUND (about 6 mo. to 12 mo.)	action—crawling, standing, walking manipulation with hands and mouth sense of self as doer rhythm of absence/presence	things he/she can crawl under, get inside toys for banging, inserting, twisting, pushing pulling, dropping, squeezing, opening, shutting jack-in-box, toys which hide and reveal	gentle rough housing think safety on anything that can go in mouth knee, lap games, tug-o-war peek-a-boo, hear-a-boo
EXPLORING (about 1 to 2 years)	mobility—use of body exploration and testing of relationships (objects as well as people) look for something that's gone imitation making decisions—choice language	wheel toys, push/pull toys, ball construction toys for putting together, taking apart, blocks, containers for emptying and filling, things to throw simple, sturdy books and pictures	chase and be chased finger and hand games hide and find things pretend
DESIRE FOR MASTERY (about 2 to 3 years)	testing surroundings and physical ability exploration and construction self mastery, desire to do it alone performing pretending sustain play in small groups	pedal toys, punching toys sand and water toys drawing materials, water-soluble paints, block, play dough, pasting, puzzles, threading, lacing puppets, books, records	switch roles act out stories, tell stories be an audience help pretend follow the leader, ring games (around the rosy)
MAKE BELIEVE (about 3 to 4 years)	construct toy worlds portray characters with feelings sort and match take turns, play cooperatively, make rules music and rhythm physical exploration	toy house, village, farm, etc. dress up and make believe props for self, toys and dolls blunt scissors, easel, clay records, books on fantasy, familiar places and rhythms simple music and rhythm instruments	participate in make believe hide and seek
LEARNING ORDER (about 4 to 5 years)	differentiate order/disorder differentiate inclusion/exclusion desire for courage and adequacy establish play rituals have secrets and surprises act out imaginary characters	tinker toys, lego and other detailed construction toys simple card and board games	provide place to keep toys orderly play games of courage allow some privacy
THE DREAMER (about 5 to 7 years)	dream—think of "what if" situations elaborate toy worlds begin collections team play chasing and escaping attack and defense sense of self as separate person	comics and books, paper dolls magnets, compass, magnifying glass simple craft kits—weaving, sewing, construction kits simple tools for clay, etc. rope ladder, skates, stilts two wheel bike	play "what if" games improvise movements, objects, characters, situations, feelings provide safe place to store collection referee
ENJOYMENT OF THE ABSURD (about 7 to 9 years)	guessing, riddling develop pastimes—collections, hobbies desire for correctness—no mistakes	card and board games dominoes, checkers mechanical, simple construction tools for woodworking, crafts, etc. jump rope, stilts	play with double meanings indulge nonsense show your skill
DESIRE FOR COMPETENCE (about 9 to 13 years)	concern with opinions of others sense of self and feelings as unique concerned with success/failure	intellectual games (scrabble, charades) models diaries, journals, notebooks camping and exploring equipment more complex craft tools	dramatize imaginary interactions, conflicts ask about experiences, feelings encourage creative writing play sports allow privacy

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